

**INTEGRATING MOBILE TECHNOLOGY QUALITY SERVICE,
TRUST AND CULTURAL FACTORS INTO TECHNOLOGY
ACCEPTANCE OF MOBILE LEARNING: A CASE OF THE JORDAN
HIGHER EDUCATION INSTITUTION**

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**DOCTOR OF PHILOSOPHY
UNIVERSITI UTARA MALAYSIA
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Abstrak

Kejayaan sistem pembelajaran mudah alih dalam pendidikan tinggi banyak bergantung kepada penerimaan pelajar terhadap teknologi. Berdasarkan kajian terdahulu, pelajar di institusi-institusi pengajian tinggi di Jordan didapati masih enggan menggunakan aplikasi dan perkhidmatan pembelajaran mudah alih. Faktor penerimaan pelajar sepatutnya menjadi perhatian utama pihak pengurusan dalam mempertimbangkan perlaksanaan sistem pembelajaran mudah alih. Objektif kajian ini adalah untuk mengenalpasti faktor-faktor yang mempengaruhi penerimaan sistem pembelajaran mudah alih berdasarkan kepada *Technology Acceptance Model* (TAM). Sebanyak 500 borang soal selidik telah diedarkan ke lima buah universiti di Jordan. Daripada jumlah tersebut, sebanyak 398 borang soal selidik telah dikembalikan, mewakili 79% kadar maklum balas. Teknik statistik termasuk analisis korelasi bivariat, analisis regresi linear pelbagai dan analisis regresi berperingkat, *T-tests*, dan ANOVA sehalu telah digunakan. Keputusan menunjukkan tiga penentu utama iaitu: Budaya, Kepercayaan, dan Kualiti Perkhidmatan Teknologi sebagai faktor yang mempengaruhi secara signifikan Tanggapan Kebergunaan dan Tanggapan Kemudahan Penggunaan. Tanggapan Kebergunaan dan Tanggapan Kemudahan Penggunaan tambahan pula secara signifikan menentukan Sikap, manakala Tanggapan Kebergunaan dan Sikap pula secara signifikan menentukan Niat Tingkah Laku pengguna. Antara lima pembolehubah budaya, kajian itu mendapati Jarak Kuasa merupakan pembolehubah yang paling banyak menyumbang, dan Kepercayaan Universiti merupakan pembolehubah yang paling banyak menyumbang dalam faktor Kepercayaan. Sementara itu, pembolehubah yang paling banyak menyumbang dalam faktor Kualiti Perkhidmatan Teknologi ialah Akses atau Kebolehcapaian. Bagi faktor Demografi pula, kajian ini membuktikan bahawa jantina, pengalaman pembelajaran mudah alih, dan pengalaman internet mudah alih secara signifikan telah mempengaruhi penerimaan pelajar. Berdasarkan dapatan yang diperolehi, kajian ini mencadangkan satu model penerimaan pembelajaran mudah alih berasaskan TAM. Kefahaman yang komprehensif terhadap model ini akan membantu pembuat keputusan meningkatkan tahap penerimaan sistem pembelajaran mudah alih dalam kalangan pelajar institusi pendidikan tinggi di Jordan pada masa akan datang.

Kata kunci: Penerimaan pembelajaran mudah alih, *Technology Acceptance Model*, Kualiti perkhidmatan teknologi

Abstract

The success of mobile learning system in higher education depends a lot on the students' acceptance of the technology. From an early investigation, students at Jordanian higher educational institutions however are still unwilling to use mobile learning applications and services. The students' acceptance should be a key concern for the management of a university in considering the implementation of mobile learning system. The objective of this study is to identify the factors that influence the acceptance of mobile learning system based on the Technology Acceptance Model (TAM). A total of 500 questionnaires were distributed to five universities in Jordan, out of which 398 questionnaires were returned, representing 79% response rate. Statistical techniques including bivariate correlation analyses, multiple linear and stepwise regression analyses, T-tests, and One-Way ANOVA were used. The results showed three core determinants: Culture, Trust, and Technology Service Quality as significantly influenced Perceived Usefulness and Perceived Ease of Use. Perceived Usefulness and Perceived Ease of Use moreover have significantly determined Attitude, while Perceived Usefulness and Attitude, have significantly determined users' Behavioral Intention. Among the five variables of culture, the study found Power Distance to be the most contributive variable, and Trust in University as the most contributive variable under the Trust factor. Meanwhile, the most contributive variable in Technology Service Quality factor is Accessibility. For the Demographic factors, the study proved that gender, mobile learning experience, and mobile internet experience have significantly influenced students' acceptance. Based on the results obtained, the study proposes a model of mobile learning acceptance based on TAM. A comprehensive understanding of this model will assist decision makers to enhance the acceptance of the mobile learning system among students in Jordanian higher educational institutions in the future.

Keywords: Mobile learning acceptance, Technology Acceptance Model, Technology service quality

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CHAPTER ONE

INTRODUCTION

1.1 Introduction

Jordan, one of the developing countries in the Middle East, is known officially as the Hashemite Arab Kingdom of Jordan (Farah, 1992). The higher education sector in Jordan plays a crucial role in the overall development of the country at various levels and areas. Over the last ten years (i.e. during the reign of His Royal Highness King Abdullah II), the higher education in Jordan has progressed significantly in terms of programme diversification, and teaching and learning approaches. The quality, quantity, and expansion of higher education institutions were properly supervised (Ministry of Higher Education & Scientific Research, 2010). His Royal Highness King Abdullah II of Jordan has envisioned the building of a knowledge-based economy, whereby the forthcoming generations will utilize knowledge so as to contribute significantly to economic growth and wealth creation. Towards this end, Jordan has revolutionized the higher education system with the support of a determined political will. New tools such as mobile technology and the incorporation of new learning methods in line with the installment of advanced network connectivity and state-of-the-art technologies have been adopted by public institutions in enhancing productivity as well as the overall educational system. In current implementation, out of ten public universities in Jordan, five of these universities have adopted mobile learning (m-learning).

In the reviewing sections, this chapter contains the background of the study, problem statement, research questions, and research objectives. The significance of the study, the

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